

FE Week

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BUILDING 'SKILLS SHOW' SUCCESS



College of North West London level one bricklaying learner Pavel Korzenevskij, aged 25, with principal Andy Cole at the college skills show event
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There's still time

The deadline to take part in the second *FE Week* annual FE and skills survey has been extended.

A number of key announcements, including a new apprenticeship funding system, on the day it had been set to close — Tuesday, March 17 — prompted the extension.

"It would have been a real shame for the sector to have missed the opportunity to register its feelings on such an important decision," said *FE Week* editor Chris Henwood.

Visit feweek.co.uk to take part by Friday, March 27, at 5.30pm. The findings will be reported in *FE Week* on April 27.

SFA WINS DEAL TO STOP BUDGET CUTS HITTING 32PC

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EXCLUSIVE

'Cushioning' agreement with BIS limits worst of adult skills cuts to 24 per cent

The Skills Funding Agency (SFA) has struck an eleventh hour deal to 'cushion' funding cuts at 24 per cent for the non-apprenticeship part of the adults skills budget (ASB), as opposed to a maximum of 32 per cent in their initial modelling.

Peter Lauener, SFA and Education Funding Agency (EFA) chief executive, wrote to providers late last month outlining a cut of a quarter for the non-apprenticeship part of the ASB.

However, this did not account for the new allocation protections given to Traineeships and English and maths.

To afford the additional protection, providers delivering no apprenticeships,

traineeships nor English and maths would face cuts to their ASB as high as 32 per cent.

It is understood that allocations for 2015/16 had been due out on Tuesday (March 17), but with officials at the SFA deep in talks about how to bring the biggest possible cuts down to 24 per cent they were pushed back to Friday (March 20).

It remains unclear how much the cushioning will cost, although *FE Week* understands the deal has been agreed on the basis it will all be paid for by recycling a predicted underspend from the current year

adult skills budget allocations.

Martin Doel, chief executive of the Association of Colleges, told *FE Week*: "Any form of relief would be welcome even at this late stage, but can't disguise the fact that this is still a very significant cut that will have serious consequences in terms of reduced participation in the ability of colleges and providers to respond to genuine need."

In a letter accompanying the 2015/16 allocations, Keith Smith, SFA funding and programmes director, said: "In recognition of the fact that this will be a challenging

year, we have sought to minimise the impact of the budget reduction.

"We have therefore ensured that no college or training organisation has had more than a 24 per cent decrease to their non-apprenticeship (other) adult skills budget allocation compared to what they are delivering in 2014 to 2015.

"I appreciate that for some the reduction in funding will still be difficult and we will continue to work closely with you to address your individual circumstances.

"Shortly, we will contact those of you most affected by reductions in the other adult skills budget to discuss the implications of this for your organisation."

It is understood that a number of colleges have already been contacted.

See editor's comment on page 8

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EDITION 132

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NEWS

LEVEL TWO ENGLISH AND MATHS 'NEEDED OUTSIDE OF GCSES'

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The Education and Training Foundation review of non-GSCE English and maths qualifications is likely to result in a call for level two programmes in the subjects to be maintained, *FE Week* can reveal.

Although the recommendations have not yet been agreed, review chair Professor Ed Sallis (pictured) gave *FE Week* a preview of his findings, due to be published on Thursday, March 26.

“What’s come through strongly from the research actually is that there is a need for an alternative route for some young people and some adults,” he said.

“While GCSEs are very important and government policy is right in trying to get as many people a GCSE in English and maths grade C at least as possible, there is for some young people and many adults, the need to achieve a level two in English and maths in a different way.”

However, he did not say what the review’s conclusions would be on whether such non-GCSE level two qualifications should be “a stepping stone or whether it should be an alternative route” — although he said it was something the report “would be exploring”.

He would also not be drawn on whether the GCSE alternatives should be Functional Skills qualifications as they currently exist, or an entirely new qualification.



Former Skills Minister Matthew Hancock made moves to scrap Functional Skills in favour of GCSEs, however, in October his successor Nick Boles handed the qualifications a lifeline, saying they were “important” and simply needed to be “rebranded”.

Prof Sallis said the review would show “what percentage of employers understand and give value to Functional Skills”, but that the data had not yet been “fully analysed”.

But he said: “Not surprisingly, but very importantly, we found employers are very concerned about the level of maths and English employees have, particularly their new recruits.

“I suppose you might say, ‘we knew that’ but actually we’ve never asked the question in a proper study, so now we know it’s important to them.”

The review into non-GCSE maths and English qualifications began in December and heard from 1,400 individuals and organisations — including 489 practitioners, 229 colleges, awarding organisations and independent learning providers, and 31 apprentices — through telephone and face-to-face interviews, online questionnaires, webinars and seminars.

Prof Sallis said conducting the review had been “pleasurable” but “exacting” given the short time available to publish the results before purdah, which forbids new policy announcements during an election campaign.

The aim of the report, he said was to “stimulate a really good debate”.

Ofsted hits back at ‘not fit for purpose’ criticism

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Ofsted has defended itself against criticism in an Association of Colleges (AoC) paper that branded the education watchdog as “not fit for purpose” and “driven by political considerations”.

The paper, written by FE consultant Mick Fletcher, went on to call for a “slimmed down version” of Ofsted for under-19 FE provision and a new system of self-regulation for adult provision.

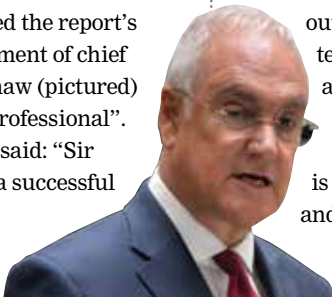
There was a “growing concern” the report said, that “Ofsted focuses increasingly on compliance with government policy rather than a more widely shared understanding of quality”.

An Ofsted spokesperson said: “Ofsted reports without fear or favour.

“We strongly refute any suggestion that Ofsted is not independent.”

The watchdog also rejected the report’s accusation that the appointment of chief inspector Sir Michael Wilshaw (pictured) was “political rather than professional”.

The Ofsted spokesperson said: “Sir Michael Wilshaw has been a successful head teacher at a number of schools before his appointment at Ofsted and



as the many public reports have shown, has not shied away from holding government or education institutions to account.”

In the 26-page discussion paper Mr Fletcher also criticised the use of a single, overall grade for an FE institution, saying such a grade was “inappropriate” for a “large and complex” institution, which also offered provision, such as higher education, which falls outside of Ofsted’s remit.

He also accused the inspectorate of prioritising “simple numerical judgements over context-sensitive support for improvement”, which he said was a “retrograde” approach.

However, Ofsted denied its grading was simplistic.

“Inspections are not focused on one performance indicator,” the spokesperson said.

“It takes into account a broad range of evidence including looking at the outcomes for learners, the quality of teaching, learning and assessment and effectiveness of leadership and management.

“What inspectors are looking for is the impact of teaching on learning and progress.”

Mr Fletcher’s report, which examined the history of inspection

FE WEEK NEWS IN BRIEF

Inspection change events

Providers can find out more about the changes Ofsted plans to make to its common inspection framework at eight regional events, due to be held in June and July.

The changes will be introduced from September, with more frequent inspections for providers judged “good” at their last inspection among the changes.

While events are free, spaces are offered on a first-come-first-served basis and limited to two delegates per organisation, with registration closing on May 15.

Visit the Ofsted section on gov.uk for more details.

Work experience guide

A good practice guide has been published by the Association of Employment and Learning Providers to help employers and providers arrange successful work experience for 16 to 19 study programmes.

The 83-page guide, produced in partnership with Fair Train, includes advice on making placements meaningful, incorporating real-life maths and English into work tasks, motivating learners and setting them useful goals. It also includes 15 case studies.

Visit www.aelp.org.uk to download a copy.

Apprentice awards open

Entries for the 2015 National Apprenticeship Awards open today (March 23) and can be lodged up to May 22.

The awards, now in their 12th year, are run by the National Apprenticeship Service and recognise employers that run outstanding apprenticeship schemes and apprentices who have made a significant contribution to their workplaces.

Regional ceremonies take place in October and the winners are set to be announced in January. Visit www.apprenticeawards.co.uk to find out how to enter.

in the UK as well as making comparisons with other countries, said most other countries did not have inspection for post-compulsory education.

Mr Fletcher argued in the UK’s current funding landscape, where provision was increasingly financed by learners or employers themselves, a college should focus on “paying customers” rather than government priorities.

He called for a “decisive step” towards self-regulation and peer review for adult education.

Ofsted agreed that providers were “responsible for their own improvement”.

However, the spokesperson added: “They also need to be publicly accountable since they are funded by the taxpayer.

“Ofsted’s aim is to ensure that FE and skills providers are inspected and reported on regularly so that parents, learners and employers can make informed choices.”

Far from scaling back Ofsted’s inspections, the spokesperson pointed to the watchdog’s plans to introduce “frequent, shorter inspections” for good FE providers, with inspections carried out “usually once every three years”.

This would mean “signs of decline can be spotted early” and “parents, learners and employers can be kept much better informed”, she said.

NEWS

Learners need new providers after inadequate ratings

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Hundreds of learners will be hoping for new providers after the Skills Funding Agency (SFA) said it would tear up two training contracts — forcing the closure of one provider and criticism of the decision to axe funding.

Both Four Counties Training Limited (FCT), in West London, and Venture Learning Limited (VL), in Greater Manchester, independent learning providers (ILPs) were rated as inadequate by Ofsted in January having previously been graded as outstanding.

The FCT grade four result saw the SFA reveal it would be tearing up its contract, as did the Education Funding Agency (EFA), which said it would terminate its funding of “less than five learners in total” at the end of 2014/15.

The SFA is also terminating its contract with VL, where a spokesperson told *FE Week* it would therefore have to close in June.

It is understood there are 191 apprentices at VL and 961 at FCT but, said an SFA spokesperson, “we anticipate that this number will reduce prior to the contracts ending, as some apprentices will complete their learning. We are currently working to transfer learners to other providers.”

Barry Lord-Gambles, contract director at VL, said the firm, which runs hairdressing apprenticeships and also offers childcare and business administration training, had issued redundancy notices to its 17 staff and would close after its SFA contract was terminated on May 31.

He added that “business had never been better before the inadequate report” for VL, which was allocated £661,313 for 16



A-level biology student Araf Perwaze, aged 18, Dr Richard Spencer and A-level biology student Yana Jones-Hinkley, 17



COMMENDED FOR WORLD’S BEST TEACHER AWARD

A singing science lecturer from Middlesbrough College narrowly missed out on a \$1m prize recognising the world’s best teacher.

Dr Richard Spencer, who encourages learners to join in science-inspired role-playing, YMCA-style dance routines and reworkings of popular songs with lyrics including ‘Don’t blame it on the phosphate’,

was the only teacher in Europe to make the shortlist for the £674k Varkey Foundation Global Teacher Prize.

The A-level biology lecturer was flown to Dubai on March 15, along with the other finalists from across the world, for the award ceremony attended by former US President Bill Clinton and ex-British Prime Minister Tony Blair.

American-based English teacher Nancie Atwell was named the over winner, but Mr Spencer was commended.

He praised Ms Atwell as a “classroom teacher through and through” and said: “I do not see this as the end, but as a beginning of something unknown and exciting with lots of new opportunities for me and the other runners up.”

to 18 apprenticeships and £122,934 for 19+ apprenticeships in 2013/14.

He said: “We could have easily sorted out the issues highlighted by Ofsted and I don’t think it’s fair that inadequate-rated colleges keep their funding but ILPs are forced to close.”

An FCT spokesperson said the firm, which had more than 600 transport operations and maintenance apprentices in December and also runs health and social care apprenticeships, “did not anticipate” having to close, despite losing the government

funding from August.

He added that the firm, which was allocated £259,859 for 16 to 18 apprenticeships and £1.2m for 19+ apprenticeships by the SFA and £209,913 by the EFA in 2013/14, had a “very high employer and learner satisfaction rate”.

“The number of learners to be transferred is much lower than 961 as we have been given a three-month extension to complete as many as possible,” he said.

“A number of clients are also negotiating with FCT to continue using our services on

a commercial basis, rather than see learners transferred to less experienced providers.”

He added: “It does seem very odd a provider with 21 years’ experience and previously excellent results, including two grade ones in inspection, is not given the chance to rectify the situation.”

The SFA spokesperson said: “This decision [terminate contracts] was taken in line with our Approach to Intervention guidelines following an inadequate Ofsted inspection.”

The EFA declined to comment on its rules for pulling funding from grade four ILPs.

HOPE FOR CONTINUED ENGLISH APPRENTICE EURO RECOGNITION

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Ofqual hopes to ensure English apprenticeships will continue to be recognised in Europe after the Qualifications and Credit Framework (QCF) has been scrapped, the regulator has told *FE Week*.

Its assurances come after Angus Gray, head of the European Social Fund division at the Department for Work and Pensions (DWP), told the House of Lords EU internal market, infrastructure and employment sub-committee on Monday that the QCF, due to be scrapped this year, was the reason qualifications achieved as part of an apprenticeship were valid outside England.

Jeremy Benson (pictured), Ofqual executive director for vocational qualifications, said: “The recognition of one country’s qualifications and apprenticeships internationally is an important matter.

“The UK has previously

referenced its national qualifications frameworks to the European Qualifications Framework (EQF) and this helps support recognition of our qualifications in Europe.

“As we make important changes to the regulations Ofqual uses to regulate qualifications, and to the associated qualifications framework, we will aim to protect the existing relationship with the EQF.

“Our proposals for a new qualifications framework will be available for public consultation shortly.”

A spokesperson for the Joint Council for Qualifications (JCQ) said: “Decisions on regulatory structures for vocational qualifications after the QCF is removed are a matter for the regulators.

“We welcomed Ofqual’s proposal last year to end the QCF. We look forward to seeing Ofqual’s long-awaited technical consultation on the detail of this, due by the end of this month.”



Question mark over the future of Trailblazer reviews

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A question mark was today left hanging over the future of Trailblazer apprenticeship standard reviews.

Approval has so far been given to 144 standards drawn up by hundreds of Trailblazer employers, which will all have to be reviewed within three years of the date they were originally signed-off by the Department for Business, Innovation and Skills (BIS).

But a BIS report on March 12 revealed concern over these reviews among employers who helped develop the first wave of the new standards. The document, entitled Evaluation of the Apprenticeship Trailblazers, said there was uncertainty over “who will constitute the groups” that carry out the process.

“Should sufficient [numbers] of the original

individuals not be retained within the Trailblazer groupings, this may create issues of a lack of continuity,” it said in the report.

A BIS spokesperson told *FE Week* it would “consider the learning points highlighted by employers” in the interim report, but she declined to comment on how it planned to address the potential continuity problems.

It comes after similar concerns were laid out in the House of Commons Education Select Committee’s report on 16 to 19 apprenticeships and traineeships, published two weeks ago. It recommended that “more work is needed” to give employers and providers confidence in the review process.

It stated that Brian Wisdom, chair of the Federation for Industry Sector Skills and Standards, was concerned there was “no industrial partnership structure” in place to ensure continuity after Trailblazer groups that designed the standards were disbanded.

The BIS spokesperson said: “We commissioned an independent evaluation to support continual policy improvement and will consider the learning points highlighted by employers.”

REFORM VICTORY FOR STATUS QUO CASH FLOW

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Providers and employers who said no to government cash for apprenticeship training going through businesses have won the fight to keep the flow of funding between government and providers.

Chancellor George Osborne’s Budget on Wednesday (March 18) fleshed out the new plans, trailed the day before by Number 10, for a “digital apprenticeship voucher” to be in place from 2017.

The announcement followed two government consultations on apprenticeship funding reform over the last two years — the first of which uncovered support for the current system of channelling funding between government and providers from 213 of 366 respondents.

But the option was not mentioned in proposals laid out as part of the second consultation, which considered a PAYE model and a credit account model of funding — both of which were rejected with added bureaucracy among concerns.

The government finally decided on the voucher scheme, which a spokesperson said would give employers “purchasing power” — but actual government cash to pay for training will go straight to providers — and not into employers’ hands first.

John Walding, from the Forum of Private Business, said: “We hope that the proposed changes continue the focus on what the employer wants, and that training organisations respond to customer needs and use their expertise to complete the form-filling and administration involved. If this happens, this will be a victory for both employers and education providers.”

John Allan, National Chairman of the Federation of Small Businesses, said: “We

are pleased that the government has made a decision on the design of the funding model after listening to concerns from stakeholders, including the FSB. This has led to a result that works for small firms.”

Association of Employment and Learning Providers (AELP) chief executive Stewart Segal said he was “pleased” the government had listened to feedback from employers and providers, but called for clarity over the new plans. He said: “We have always said that employers need to control funding but that they can do that through a training provider.”

He added: “There are still details to be agreed and we’re very pleased the government wants providers as well as employers as part of the stakeholder process to come up with the detailed design of the model.”

David Hughes, chief executive of the National Institute of Adult Continuing Education, said: “It will be interesting to see the full details of this and to monitor whether this approach convinces employers to take on apprentices for the first time. It is clear from consultations from across the sector that the proposals for change were problematic, including the idea of channelling funding through National Insurance rebates, and that

many existing apprenticeship employers seemed happy with the way funding flows currently.”

But the Association of Colleges (AoC) warned that the new proposals were “superficially simple” and would “add bureaucracy” to the process of taking on an apprentice. Chief executive Martin Doel said: “It might be an improvement on the government’s earlier proposal to use the PAYE system, but we are unconvinced that these reforms will lead to more public and private sector employers taking on an apprentice.”

The Budget document also confirmed that the government would proceed with plans to demand contributions towards training costs from employers.

David Harbourne, director of policy and research at The Edge Foundation, said: “We know from research published by BIS that some employers will be put off by mandatory contributions, and might stop employing apprentices? We need clarity on this — the sooner the better. Finally, when will colleges and providers be told how and when to cash in the voucher? I hope the system will be easy to use, but we can’t be sure until we’ve seen the fine print.”

FUNDING CUTS PETITION

A petition against cuts of up to 24 per cent to the FE budget has collected more than 18,000 signatures.

The petition at fefunding.org.uk was launched by the University and College Union and is supported by groups including the Association of Colleges, 157 Group, Association of School and College Leaders, Trades Union Congress and National Union of Students. It has also been signed by *FE Week* reporters and editor Chris Henwood.

It was launched in response to an announcement this month that the adult skills budget faced cuts of 24 per cent or more in 2015/16, with many organisations warning such a cut would place providers in financial difficulty.

It comes after concerns were raised about the impact an extra £12bn of cuts to departmental budgets between 2016 and 2019 announced in Wednesday’s budget would have on FE. See feweek.co.uk for more.

Minimum wage increase puts benefits on table

Apprentices have been guaranteed access to sick pay and paid parental leave thanks to a 20 per cent rise in their minimum wage to £3.30 an-hour.

Downing Street announced the inflation-busting rise in the apprentice minimum wage, from £2.73 an-hour from October, on Tuesday (March 17) before the Chancellor George Osborne gave more details in his Budget the following day.

Based on current Department for Work and Pensions rules, the rise will mean that apprentices paid the minimum wage and working 34 hours a-week or more would earn above the £111 a-week threshold for statutory sick pay as well as maternity and paternity leave. They will also qualify for pay if they take time off to adopt a child.

On the old rate, apprentices on a 40-hour week minimum wage only earned £109.20 a-week.

National Union of Students vice president for FE Joe Vinson tweeted on Tuesday: “Rise in the Apprentice National Minimum wage means all apprentices now eligible for sick pay, maternity and paternity pay and adoption pay.”

He later called for a greater rise, saying: “It’s important to remember that a 20 per cent rise actually isn’t very much when your current wage is just £2.73 an hour. It’s certainly a step in the right direction though.”

David Hughes, chief executive of the National Institute of Adult Continuing Education, said: “We are pleased to see this much-needed pay rise for apprentices, although it will still be half of the National Minimum Wage [rising from £6.50 to £6.70]. I am concerned about its enforcement and would like to see the government take concerted action to ensure all employers pay it.”

The Low Pay Commission (LPC) had recommended a 7p (2.6 per cent) increase.

John Allan, Federation of Small Businesses national chairman, said: “The move to significantly increase the apprenticeship rate will have to be monitored closely.”

He added: “Many employers would have preferred to see a rate more in line with the LPC’s recommendation.”

David Norgrove, LPC chair, said: “We are disappointed the government has not accepted our recommendation on the level of the apprentice rate. We based our judgement on a careful assessment of the evidence, seeking to benefit apprentices while also protecting the supply of places.”

Elsewhere in the budget, the government promised to devolve more power over skills to regions including West Yorkshire and London, but the implications for the FE sector have yet to be set out.



MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the *FE Week Experts section*

A Budget for drinkers not thinkers

Budget 2015 said very little about FE. In another sense however it said a great deal.

The choices the Chancellor made, ignoring a mounting crisis in our FE system while frittering millions on pre-election giveaways spoke volumes about his priorities.

For instance the Chancellor cut the duty on spirits by 2 per cent at an annual cost of £100m. That’s about the same sum recently saved through cutting the funding rate for 18-year-olds by 17.5 per cent — a cut disproportionately hitting the disadvantaged and low achievers.

It’s an odd society that cuts £700 from the

education of every 18-year-old just to knock 16p off a bottle of whisky.

It’s not the only odd choice. The Chancellor spent £85m exempting children from Air Passenger Duty. That’s more than twice the cost of abolishing the ‘Learning Tax’ whereby sixth form colleges pay VAT that schools and academies don’t.

The average sixth form college will continue to pay £335k per year on VAT, cutting the teaching hours of A-level students just so families can save £13 on flying a five-year-old to Malaga.

Researchers recently showed that 16 to

18-year-olds in our schools and colleges are systematically short-changed compared to those in almost all other advanced countries; our ‘full time’ programmes have around half the teaching hours of high performing jurisdictions like Shanghai and Singapore.

One reason for this is the abolition of the entitlement which cut the funding for 84 hours ‘enrichment’ per year from full time programmes.

Half of that could be reinstated for £250m but the chancellor used the money instead to stop the rise in fuel duty this autumn; an increase that would hardly be noticed when oil prices are plummeting.

Repairing recent damage to 16 to 18 education was not the only option the chancellor overlooked. He could have plugged some of the gaps appearing in adult FE where over a million learning opportunities have been lost since 2010.

The average cost of a place in adult FE is around £670; so the £85m spent reducing the price of beer by a penny a pint might instead have provided places for 125,000 adults. So could the money spent subsidising ‘Granny bonds’ for pensioners with cash to spare.

It’s a sad day for skills when investment in booze and foreign holidays is deemed more important than supporting FE.

FE COMMISSIONER OFFERS PRESIDENT ADVICE

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Former presidents of the Association of Colleges (AoC) have welcomed the election of John Widdowson (pictured below) as next year's president and offered their advice to him on the role.

Mr Widdowson, principal of New College Durham, will take over the AoC role on August 1 from Exeter College principal Richard Atkins, who said Mr Widdowson would "work tirelessly to get the best deal for colleges".

FE Commissioner David Collins, who was the first AoC president, was among those who offered their tips for the job.

"Being president of the AoC isn't easy at the best of times but John is coming into the role when colleges are facing exceptional pressures," he told *FE Week*.

"My advice would be to continue to emphasise the key role the sector plays in supporting the country's economic and social development and to continue to push hard for colleges to play an even greater role in this regard in the future.

"More support to enable colleges to deliver higher levels of technical education independently of the university sector would be particularly welcome."

To be president of the AoC and run a college at the same time you



David Collins, president 2008/09, while principal of South Cheshire College



Maggie Galliers CBE, 2012/13, while principal of Leicester College



Michele Sutton CBE, 2013/14, while principal of Bradford College



Dame Pat Bacon, 2009/10, while principal of St Helens College

need "stamina and resilience" according to Maggie Galliers CBE, and "organisation" said Michele Sutton CBE.

You also need to be able to talk to ministers, policy makers, and foreign dignitaries, "as though you do it every day of the week", said Dame Pat Bacon.

Ms Galliers, current chair of governors at City College Coventry, said: "My advice would be to pace yourself and prioritise well so that all parts of what you're trying to achieve are getting the right level of attention."

Bournville College principal Ms Sutton and South Cheshire College governor Dame Pat both urged Mr Widdowson to enjoy the presidential experience.

Ms Sutton said: "Enjoy the opportunity and be prepared to speak your own mind — which I know John will."

Dame Pat said: "It's tough — I've never worked harder in my life than I did that year. But take the opportunities as they come because every year is different because it's a different point in the political cycle."

One experience all incoming presidents appear to dread is the president's speech opening the AoC Conference, when, as Ms Sutton put it "there's going to be a thousand people sitting in the hall waiting for pearls of wisdom".

Dame Pat's advice for the speech was to "take advice, but do it with an individual approach". "It is your one opportunity to put your stamp on the presidency and how you're going to do it," she said.

Mr Widdowson said: "I want to help the Association of Colleges secure a positive future for further education, confronting the practical issues we face and sustaining the values and vision that colleges represent."

Dame Ruth takes on Scotland role

Former Learning and Skills Improvement Service chair Dame Ruth Silver has now been appointed to chair a Scottish Government commission on widening access to university.

Dame Ruth, who was principal of London's Lewisham College for 17 years until 2009, is to lead work aimed at ensuring more students from disadvantaged backgrounds in Scotland can succeed at university.

The commission was announced in November as part of the Scottish Government's Programme for Government, guaranteeing a move towards 20 per cent of university entrants coming from the most disadvantaged 20 per cent of society.

Further Education Trust for Leadership founding president Dame Ruth, who was born in Lanarkshire, said: "I welcome the opportunity to lead such an important piece of work. The commission begins and benefits from a great ambition with its clarity of task, timescale and intended outcome."

"More importantly Scotland has a solid and creative foundation in widening access and knows how can be done. This next phase, supported by the Commission, is to find ways to go deeper and ensure all members of our community have every opportunity to succeed."

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College opens doors for its own ‘Skills Show’ event

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From manicuring to forensic science and robotics to bricklaying, London learners got a taste of the Skills Show with a host of their very own have-a-go activities at college.

The College of North West London (CNWL) threw open its doors on Wednesday (March 18) to more than 1,200 schoolchildren, local residents and businesspeople for its third annual skills show event.

BTec science level two student Faiza Mohamed, aged 17, was helping visitors at a forensic science through fingerprint identification have-a-go — one of more than 20 stands on show.

“People have come in and had a go at the activities and they’ve asked a lot of questions,” she said.

“I think they’ve really enjoyed it — and it’s been helpful for me too, because I’ve gained experience and confidence.”

Andy Cole, CNWL principal, said: “We use these opportunities to build upon some very strong relationships we’ve got with employers.

“It’s a fantastic opportunity to showcase what large local employers like McVities do and for our students to get industry links of even employment — and we build the day around that.”

He added: “It’s also great in terms of helping us reengage with local schools, because they can actually see the financial and practical value for young people of doing vocational and technical skills.”

But as well as have-a-gos, students were able to show off their talents in 20 skills competitions including refrigeration and air conditioning, video and moving image and a ‘Big Rig’ event, run by the Think Up educational trust, where students must compete in teams to build the best low-carbon shower facility.

“These sorts of competitions make a link that gets employers interested and pulls them in,” said Mr Cole.

“We’re a heavily adult college and a lot of our students are trying to reskill or multiskill, so having that link into employers is really important — and importantly competing helps to keep staff up to date, particularly in changing areas such as robotics, where the field changes so fast.”

Councillor Janice Long, who represents the Dudden Hill ward where the college’s Willesden campus is located, joined the six schools who were visiting the college.

“It’s always interesting seeing what people are up to and wide range of courses the college offers,” she said.

“There’s a lot of school children around here, and it’s great for them to be able to see what types of jobs you can actually have and that you don’t have to go to university to do something you’re interested in.”

“Regardless of whether we win things, that engagement is what we want really,” he said.



Above, clockwise from top: Level one and two engineering and construction students competing in the Big Rig challenge, BTec level two electronics student Chaida Mobo, aged 23, the college motor vehicle department open for visitors and BTec level three media student Miguel Angelo, 19

Left: Principal Andy Cole has a go at bricklaying

From left: science BTec level two students Dreamie Baidor, 19, Faiza Mohamed, 17, Mrina De Souza, Ema Fotu, both 18, Councillor Janice Long, and science BTec level two student Faris Osman, 17

Photo by science BTec level two student Uruk Hassan, aged 18

“If you go into that kind of thing hoping you’re going to get great marketing out of it, forget it.”

Mr Cole said: “Quite rightly we’re moving away from this obsession with qualifications as a proxy for learning — now the focus is one what does it give you? What skillset do you have?”

“And competitions and events like this are a great way to demonstrate that.”



LABOUR’S APPRENTICESHIP POLICY FAILS TO WIN SUPPORT

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Labour’s pledge to axe apprenticeships at level two came under attack once again when Shadow Junior Education Minister Yvonne Fovargue spoke at NCFE’s policy conference in Central London.

Ms Fovargue told delegates at the Delivering on learner outcomes: spotlight on youth employment conference that level two was still “valued” but needed to be “rebranded” to protect the apprenticeship brand — however delegates and fellow panellists questioned whether the plan was “realistic”.

The event on Tuesday (March 17) came just a week after Labour’s Shadow Business Secretary Chukka Umunna faced an audience similarly sceptical towards the policy at the *FE Week* Annual Apprenticeship Conference.

Ms Fovague told the NCFE conference that all of the 80,000 apprenticeships a-year Labour had promised to create in the next parliament would be level three or above.

“That does not mean level two is not valued but that level two will not be branded as an apprenticeship,” she said.

“It doesn’t matter what it’s called, it needs to be there as a stepping stone, but an apprenticeship needs to be recognised by an employer at an A level, and they know what it is.”



Clockwise from top: Shadow Junior Education Minister Yvonne Fovargue, Youth Employment UK chief executive Laura-Jane Rawlings, delegates listen to the panel speak, Liberal Democrat Peer Lord Storey with chair BBC broadcaster Kirsty Lang

However, she admitted that neither she nor Mr Umunna and Shadow Skills Minister Liam Byrne knew what the level two qualification would be called.

Conference chair and BBC broadcaster Kirsty Lang asked if it was “realistic” to

abolish level two apprenticeships, given many jobs in care and construction were at level two.

However, Ms Fovargue denied this was the case, and argued that workers would still need level three to allow them to progress.

Ms Fovargue acknowledged there had been a lack of “consistency” in qualifications for young people, and was challenged by fellow panellist Laura-Jane Rawlings, chief executive of charity Youth Employment UK, who said Labour’s plans would add to the inconsistency.

However, Ms Fovargue argued the move would ensure “the brand of apprenticeship is consistent”.

Ms Rawlings, whose charity helps young people into work, said inconsistency over qualifications had led to confusion among employers.

“Who’s educated our employers to be able to translate the qualifications on a young person’s CV?” she said.

“We’re constantly changing grade boundaries or the names of qualifications, so when they get a CV in from a young person who might have a diploma or a BTEC or NVQ or a GCSE or a grade two, what does that mean?”

“Because actually you probably need to be an education specialist to understand it.”

Ms Rawlings also revealed youth unemployment could be a bigger problem than official figures suggest, as if young people did not ‘sign-on’ for benefits, but were supported by friends or family, they would not be included in the statistics.

“The Fabian Society earlier this year estimated that alone in London 15,000 young people were unaccounted for,” she said.

“Across England, it could be 50,000 so the national figure of 750,000 doesn’t take in those hidden unemployed people.”

One of the key problems she said, was careers advice — and her comments were backed by findings of an NCFE survey,



released at the conference, which found nearly a quarter (24 per cent) of respondents were not fully informed of their options and only 18 per cent would even consider taking on an apprenticeship.

The survey also revealed 48 per cent thought youth unemployment should be the top priority for the next government.

Liberal Democrat peer Lord Storey said that in government, his party would like the National Careers Service to provide “high quality careers advice” which was “available to all when needed”, as he said it had been originally intended to do.

He added the party would reinstate the legal requirement for young people to gain work experience, as well as encouraging school children to visit workplaces, FE colleges and universities “so these are not just words they know nothing about”.

Ms Fovargue said Labour would set up careers “hubs” to offer careers advice, which she said “would be a top priority for the Labour government”.

However, Lord Storey pointed out the content of party manifestos was not the only important factor, but also “what goes actually from those manifestos into government at the end”.

Ms Rawlings agreed, adding: “Whatever government we get needs to make sure that they spend time talking to practitioners.”

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FE WEEK COMMENT

Credit where due

The funding cuts that are being issued to providers in their 2015/16 allocations are devastating. This is unquestionable and a source of shame and short-sightedness by those in government.

So it's difficult to feel truly happy about anything that isn't an entirely new and fair settlement that adequately credits the FE and skills sector.

However, the Skills Funding Agency has been dealt the terrible hand it has — that of a massively (and once again) reduced budget with which it must act as the middle man.

So fair play to it for doing what it could and coming up with a deal that, while still resulting in reduced funding all around, could have been a whole lot worse.

Its idea to recycle funding to cushion the impact a bit might just be the difference between survival and shutting up shop for good at colleges and independent learning providers up and down the country.

And let's not forget this deal was formulated and thrashed out in the short time the agency had to get allocations out due to just how late the Department for Business, Innovation and Skills was in getting its grant letter out.

But to return to the more pressing story, the one that simply cannot be overlooked, it remains a huge short-sighted cut from a government that talks the talk on adult skills, but is failing to deliver on resources.

Chris Henwood

chris.henwood@feweek.co.uk



Boles kills off two-page Trailblazer pledge

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Skills Minister Nick Boles has relaxed much-vaunted rules set by his predecessor, Matthew Hancock, that limited new apprenticeship guidelines to two sides of A4.

The official government guidance for employers developing Trailblazer apprenticeship standards, published in October, stated that they "should be short and clear, taking up no more than two sides of A4".

Former Skills Minister Matthew Hancock had already said in March last year — four months before he became Business, Enterprise and Energy Minister — that he wanted a "two-side description of the skills, knowledge and attitude employees need".

But a spokesperson for the Department for Business, Innovation and Skills (BIS) confirmed Mr Boles had since approved six standards running to between three and five A4 pages.

She told *FE Week*: "For some sets of occupations with a common core, rather

than having lots of separate standards it may be preferable for a Trailblazer to develop a single 'core and options' standard.

"In some circumstances, this will mean it is necessary for the standard to be longer than two pages."

The longest approved standard is five pages for hospitality managers (level four).

The standards running to four pages are for craftpersons (level three), published four months ago, and digital and technology solutions professionals (level six), furniture manufacturers (level two), hospitality supervisors (level three), and hospitality team members (level two).

Meanwhile, a three-page standard has been approved for laboratory scientists (level five).

Brigid Simmonds, chief executive of the British Beer and Pub Association which helped develop the over-running hospitality standards, said sticking to two pages would have been "a challenge".

She said this was, for example, because "being a chef in a hotel or silver service restaurant is very different from being a

chef in a pub.

"While the apprenticeship standards may be a little longer, it is for a very good reason".

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "Sticking rigidly to two pages was not sensible. In our view, we should adopt a standard format so that each standard covers the important issues, but we would not specify how long they would be."

Teresa Frith, senior skills policy manager for the Association of Colleges, warned keeping standards "streamlined" could "risk losing consistency in the way standards are interpreted".

Government approval has so far been given to 144 standards, covering industries including accounting, dental health, nuclear, retail and TV production and broadcasting.

But only 15 of these — all of which are two pages long — are currently rated as "ready for delivery" by BIS, with the rest awaiting Mr Boles' approval on assessment guidelines.

COMMENTS

Chancellor told 'no scope' for more FE funding cuts

The cuts to the adult skills budget are 33 per cent when ring-fenced budget heads are taken into account.

This is less about cost and more a cynical ideological drive to depress the aspirations of adult learners already failed by the schools system.

Bob Harrison

Education committee calls for careers advice to be 'high up the agenda' in next parliament

The careers service is a vital public service. It needs stability in funding and direction. It is lacking in direction and coherence — leading to the post code lottery that exists. At the centre of the service should be fully qualified careers professionals. The model to be followed should be Skills Development Scotland.

Denise Bertuchi

Number 10 reveals apprenticeship funding reform ahead of Budget

Apprenticeship reform = Apprenticeships more attractive to employers, less

Bureaucracy.

Latest 'thinking' (I suggest) = Another expensive administrative system, complexity and Bureaucracy assured = Apprenticeships less attractive to employers (in particular SME's)

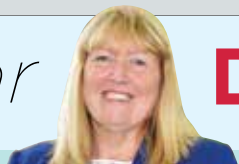
I would really like to believe that this would not be the case, however 2 years on...

Mark a Frost

Still more red tape for employers and providers! We struggle getting ERN numbers never mind waiting for this. It will hold up the whole process which in the end will have a negative effect on the learners.

Simon

Dear



Dr Sue

Email DrSue@feweek.co.uk for help from sector agony aunt Sue Pember on the third Monday of every month. The best question wins a £100 Amazon gift card

TOP APPRENTICESHIP FUNDING REFORM TWEETS

@jackiepanter
Finally - a decision about future funding processes for #apprenticeships

@AndyWWestwood
Wowchers it's Vouchers... Apprenticeship funding system goes a bit retro

@maffey
Is it me - or will this just mean yet more red tape?

@John_Field
Balancing employer control with avoiding fraud?

@toni_pearce
This seems like such a complex system. Talk about crow-barring the market into apprenticeship funding!

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PROFILE



You will often find that young people in problem situations have parents who have never worked, so they had no example to follow

TRAINING RECOGNITION BUILT ON T

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You would be hard-pressed to find a better way of convincing teenagers to choose vocational learning over university than inviting OBE recipient Rod Bennion to tell them his life story.

The grammar school boy decided academia wasn't for him after passing his A-levels and was instead taken on as an articled quantity surveyor trainee, the equivalent of a higher level apprenticeship of its day, with one of the UK's largest construction firms, the Wates Group.

Bennion subsequently rose to the top of the corporate tree during 36 year at Wates, before retiring as group chief operating officer in 2003 to concentrate on helping disadvantaged young people train for the building industry through his role as chairman of trustees of the Construction Youth Trust.

The 68-year-old, who was given an OBE

for services to construction training and the community in the south east of England in December, says: "I have never courted success and just try to get on with things."

"I was incredibly thrilled and proud to have been given the OBE, which I see as an award for all the good work done by everyone at the trust."

Bennion, of Ashted, Surrey, first became involved with what was then called the Construction Industry Trust for Youth as a trustee in 2000.

He said: "We had no staff at that time and raised around £100,000-a-year to help about 20 people into the industry through training bursaries."

"We decided to grow the trust in 2002 and I was invited to become chair."

"I applied to the Wates Foundation [the charity arm of Wates Group] for seed funding, which paid for us to employ our first director on about £40,000-a-year and it went from there."

"It meant that rather than just giving

out bursaries, we were able to create construction projects, overseen by our staff and partner-employers, giving valuable work experience to disadvantaged young people."

"It could be something like finding out that a path needed building across a housing estate and arranging for 20 or 30 young people to help install it."

"By the time I stepped down as chair in May last year, the charity had an annual income of around £1.5m, around 30 employees, and supported up to 5,000 people-a-year."

A lot of the young people who still turn to the charity, says Bennion, lack positive role models and may have struggled at school.

"You will often find that young people in problem situations have parents who have never worked, so they had no example to follow," he says.

"I would find that if you wanted them to show up at work at 8am every day, you often had to ring them each morning at the start, as they wouldn't know any better. But once

given a chance, a lot of them really thrived and went on to things like apprenticeships."

"I am also proud of the work we did, during my time, with offenders, training and linking them with employers, so that they had a job when they came out and a chance of breaking the crime cycle. You would be surprised how many of them want to get out from under."

Bennion was born in 1946 in Coventry, a city that still bore the scars of the Nazi bombing campaign on Britain's industrial heartland.

He moved aged nine to Worcester Park, in Surrey, with his mother Enid, who died five years ago aged 87, father Arthur, who died 15 years ago aged 83, brother Douglas, now 60, and sister Elaine, now 72.

His father, a machine tool engineer, had secured a job with London-based Asquith Machine Tools, where he later became sales director.

"The first thing I had to lose [after moving south] was my Midlands accent because



It's a personal thing

What is your favourite book, and why?

It's Birdsong by Sebastian Faulkes as it combines a great love story with the horrors and futility of war

What do you do to switch off from work?

I spend time with my family and enjoy gardening and sailing. A glass of wine also helps

What's your pet hate?

Lack of respect for others

If you could invite anyone to a dinner party, living or dead, who would it be?

Nelson Mandela. I met him by accident once as he came into the Dorchester Hotel on a visit to London. I went up to him and shook him by the hand — can you imagine shaking the hand of your living hero? I have always admired him for his power of forgiveness and his belief in the suppressed talents of the South African people. I would also like Lord Nelson and Winston Churchill to be there. I've read a lot about Nelson and he was such an inspiring leader who always looked after his men. For all his human failings, Churchill was the greatest leader this nation ever produced

What did you want to be when you grew up?

A teacher. Some would say of course that I never have [grown up]

Bennion (back row, right) with (from left) his children Zoe and Matthew, wife Liz, and daughter Alice in 1995



Bennion sailing at Salcombe, in Devon, with his son Matthew in 2004



Bennion with Liz on their wedding day in 1968



Bennion pictured in 1952



Bennion pony trekking at Brecon Beacons, South Wales, in 1980

the other kids [in Surrey] were merciless,” says Bennion. “I learned to speak like a good Surrey boy quickly.

“I was always secure and happy though. The huge advantage that I had in life was that I came from a loving family home.”

Bennion attended Tiffins Grammar School, in Kingston, after passing his 11-plus.

“I think grammars gave a lot of people from ordinary backgrounds a better chance than they have now to get on,” he says.

“I had a brilliant, inspirational headmaster called Brigadier JJ Harper. His whole ethos, which has had a massive influence on me, was geared around developing the whole person not just their academic side.”

Bennion played in the school’s first-15 rugby team and captained his house side as a teenager and developed a passion for smart clothes and good music.

“I loved the Beatles, I still do, and was the perfect age [16] to appreciate them when they came out in 1963,” he says.

“All the old Victorian values were being challenged in the 1960s, which was so exciting. I tried to be a mod, like the proper East London boys, so used to dress smartly and drive around on a scooter.

“I was going to school one day, on the scooter, when my brake cable broke and I crashed into the back of my sport’s teacher’s car. It was a brand new Volkswagen Beetle and he wasn’t pleased.

“The headmaster bawled me out the next day in assembly. He called me the ‘carbaretta cowboy’ which stuck as my nickname.”

Bennion was able to afford the latest mod threads after starting on his five-year work-based training programme with the Wates Group aged 18.

“I learned about most areas of the construction industry through my training, from concrete fixing to architecture, engineering and building surveying, and used to study for four months each year at Croydon Technical College,” he says.

Bennion married Liz in 1968 and they had

three children Zoe, now 44, Matthew, now 43, and Alice, now 38.

He had been promoted to the role of managing surveyor before leaving the Wates Group temporarily in 1983 to work in Singapore for a firm called Singapore Land.

“I was the clients’ contract adviser for a huge hotel and retail development on reclaimed land,” he says.

“I suppose that it was the making of me really, as working with 20 or 30 different nationalities out there made me a lot more outward looking.

“We took our children to Singapore too. I think going to school out there and mixing with different cultures set them up to be tolerant and broad-minded people too.”

Bennion returned to the Wates Group in 1986 as commercial director for London and became group commercial director in 1991, then group managing director a year later, and finally group chief operating officer in 2000.

“We always believed in training young

talent at Wates. A successful business should be like a pyramid, with lots of young people at the bottom, then fewer, more experienced people as you get higher up,” he says.

“Moving on to the Construction Youth Trust after that was such a privilege.

“I feel very proud that together with my fellow trustees and the staff, we were able to change people’s lives for the better.

“It is a question of giving people a chance. The construction industry needs talented young people and this was a good way of helping.”

Bennion, who is still chairman of the board for bridge building firm Mabey Holdings and utilities construction specialists McNicholas Holdings, has no intention of winding down his activities for the foreseeable future.

He says: “I keep telling myself that I will stop it all in a couple of years’ time, but it never seems to happen.

“I love construction, the challenges it throws up and opportunities it gives so many people to succeed.”

EXPERTS



HILARY HALL

National Hairdressers' Federation (NHF) chief executive

Telling the Trailblazer tale

New apprenticeship standards are being developed by Trailblazer employers. Hilary Hall outlines how this is proceeding within her sector.

We got involved in the Trailblazer process because it has been clear since I started at the NHF almost two years ago there was a problem with training and assessment within the industry.

Employers complained young people who had completed training programmes were not at salon-ready standard. There were even stories about learners who had never actually cut hair on a real person.

This is a big problem for a sector which, although made up of lots of micro businesses, is a massive employer of apprentices, especially 16 and 17-year-olds.

We were delighted when the Richard Review came out, welcoming independent assessment and grading which would give employers confidence that learners had reached salon-ready. We were on the phone to the Department for Business, Innovation and Skills (BIS) the day Trailblazers were announced.

We were overwhelmed by the number of NHF members who wanted to get involved, so we put in a bid along with Habia (the sector skills council), jointly supporting the employer-led group. At first BIS was very insistent that only employers could be involved, especially large employers, and not training providers or awarding organizations.

In a sector where large employers are the exception rather than the rule, it was crucial for small businesses to be represented too.

There's no funding for Trailblazers but there is a real cost to salon owners for taking time out of their business. The NHF covered travel expenses for small business members to encourage them to stay on board.

Nevertheless, the dropout rate from the original Trailblazer group was high as timescales were ridiculously tight, information kept changing as policy emerged, and the number of meetings far exceeded our original expectations.

We soon re-organised to have a small strategic steering group, plus working groups for hairdressing, barbering, beauty and for assessment. Even so, from January to March this year alone there have been six meetings of the various groups.

Among the headaches for the group was the issue of level — employers would have preferred one apprenticeship which covered all the skills needed by a hairdresser, probably at level three and lasting three years.

But government policy dictates that level three means achieving Functional Skills at level two and, while employers do not want to perpetuate the myth that hairdressing is

only for dummies, Functional Skills are a real barrier for some of the young people attracted into hairdressing. Even though some of the content would previously have been at level three, the hairdressing apprenticeship is now set at level two.

Duration was another hotly debated issue. Employers wanted a minimum of two years, or even three, training providers wanted to keep it at one year as required by government policy. Announcements about funding reforms were a massive distraction as it became increasingly hard to separate out standards development from funding issues.

Arguments about level, duration and assessment took up a lot of time, but were primarily driven by funding concerns

BIS was very insistent that only employers could be involved, especially large employers, and not training providers or awarding organizations

rather than standards, and the uncertainties about future funding models made all these discussions more difficult than they would otherwise have been.

The hair professional Trailblazer standard settled upon has a two-year duration and is at level two.

We do expect that a longer two-year duration for hairdressing and the independently assessed end test will increase costs, which will need to be taken into account with funding bands.

Employers still want learners to progress through a qualification as part of their programme, but we're calling for fewer assessments to avoid duplication with the end test which would be the final stage of the qualification.

But let's not forget that over the years hours have been cut back, and the quality of assessment is variable, mainly due to lack of current salon practice, to the point that employers strongly believe standards have been eroded.

And raising standards is precisely the reason employers got involved with Trailblazers in the first place.



JIM SIMS

Development manager at Buckinghamshire Thames Valley Local Enterprise Partnership

Getting the most out of the 2014-20 Growth Programme

Local enterprise partnerships (LEPs) outside London were told by central government that they would not be getting Euro skills cash to dish out because of European Commission (EC) rules. Jim Sims explains the importance of this ruling for those in FE.

Regardless of your views about the reasons behind the recent announcement of changes to the way local areas and Local Enterprise Partnerships (LEPs) will be involved in the delivery of the 2014-2020 European Union (EU) Growth it's vital that managers in the FE sector understand the implications of the recent decision to 'row back' on a government commitment to give local areas more control over the distribution of EU funding.

Before rehearsing how the FE sector can respond to this issue, it's probably worth explaining some of the reasons why many European specialists in the Lep Network believe that the outcome of the negotiations with the EC was inevitable and perfectly predictable.

Notwithstanding the fact the UK government appears to suggest it was the EC that railed against their plans for actively involving local areas in decisions about local investment priorities, it's probably worth recognising that the EC has actually provided member states with some strong tools for devolving strategy formulation and decision making to local areas — in the form of Integrated Territorial Investments (ITIs) and Community-Led Local Development (CLLD).

Under these initiatives, localities are basically able to draw up Integrated Investment Strategies for local areas, nominate local bodies to be Intermediate Bodies (IBs) and then manage the dispersal of EU funding locally, in accordance with EU regulations.

So, why hasn't the UK universally taken advantage of these tools? Well, for the UK government — in common with many other member states — it's all about risk and control. At the outset of the programme, it basically had two policy objectives which ultimately ended up being in conflict with each other. The first — more publicly-stated objective — was to try and devolve more control to local areas, by empowering LEPs to have a central role in dispersing EU funding.

The second — less publicly-stated goal — was to minimise the UK's exposure to the risk of non-compliance and claw-back by the EC by effectively agreeing that devolving EU funding was a 'red line' not to be crossed.

Ultimately, this second objective won out, and we now find ourselves in a position that can best be characterised as European Regional Development Funding (ERDF) essentially operating to the traditional 'open call' model, with the majority of bidders being asked to bring match funding to the table; and European Social Funding (ESF) using a variety of 'match at source' models, through the Skills Funding Agency, Department for Work and Pensions (DWP) and BIG Lottery Opt-ins (with the potential for a local call model, in fairly defined areas like Youth Employment Initiative, City Deal etc.). And the European Agricultural Farming and Rural Development Funding (EAFRD) / European Maritime and Fisheries Fund (EMFF) basically uses Department for Environment Food & Rural Affairs core funding as match, but asking private sector bidders to bring additional match to the table.

What should the FE sector be doing to best utilise EU funding to deliver future skills priorities?

That said, at the time of going to press only the EAFRD/EMFF Operational Programme has been signed off by the EC — although both the Department of Communities and Local Government (DCLG) and the DWP are hopeful theirs will be signed off soon. So much for a single European Growth Programme I hear you say.

So, given the above, what should the FE sector be doing to best utilise EU funding to deliver future skills priorities? Well, given the highly centralised (supply driven) structures that have been maintained under the ESF Operational Programme (and recognising the increasing government drive towards demand-led funding models) my own view is that the real winners in the sector are likely to be those organisations that are successful in working with LEPs to make better use of ERDF and Skills Capital Funding to drive their business engagement and outreach activities.

Stewart Segal looks at the traineeship programme in light of a Department for Business, Innovation and Skills (BIS) one-year review.

There has always been a range of programmes designed to help young unemployed or under-employed young people into work.

The names of the programmes will be familiar to many — E2E, Programme-Led Apprenticeships, Access to Apprenticeships and many more.

So when the previous Skills Minister Matt Hancock announced traineeships in a blaze of publicity, it was not surprising that many people were a little sceptical.

The programme design itself was excellent. It followed many of the recommendations that we had made over a number of years.

It was a flexible design enabling the provider to create a programme around the individual. It could contain work preparation, work experience and English and maths and for the first time, the Skills Funding Agency would pay for non-qualification activities such as work experience.

However, the government couldn't resist launching the programme with restrictions on learner eligibility, complicated funding rules, complex contracting arrangements and no exemptions to benefit rules. It has taken time, but gradually we are seeing some of those restrictions lifted. And we still need to lift the biggest restriction — the government continues to stop many providers delivering the programme, which means many employers cannot provide traineeship opportunities for young people.



STEWART SEGAL
Chief executive, Association of Employment and Learning Providers

More changes needed to build on success of traineeships

Considering the complexity of the programme and the fact that the recent BIS survey was completed at a very early stage, the results are very positive.

Some of the main points made in the report are 67 per cent of trainees were in an apprenticeship, a job or further study and many more were job seeking and work experience was the most useful element of the training.

These results are very encouraging especially as the programme has already had a number of rule changes to respond to the issues AELP and providers had raised.

Since the start of the programme, the benefit rules, and work experience timings have been relaxed while the eligibility rules have been expanded to include level two learners over the age of 19.

The review does not really address the issue of those trainees on benefits and there are still some Job Centres where the benefits rules do restrict the delivery of traineeships.

This means that some JCPs are still not referring young people onto the programme because they are concerned that the programme may be too long.

This is further complicated by the fact that JCPs have their own programmes such as Work Experience or Sector Based Work Academies.

Our view is that traineeships should become the main programme for all young people looking for work.

The final issue is how young people get on the programme. The highest number of trainees came through a provider direct (25 per cent) which was more than the Job Centre (18 per cent). Even fewer came through the National Careers Service or the Apprenticeship Vacancy site. The latter now covers traineeships so we hope this will improve.

The majority of employers reported that referrals came through training providers. It is clear from the review that training providers

are the only common link to all of the sources of referrals and they make the link with employers.

This is good evidence to support the fact that we have to increase the numbers of providers delivering the programme.

The initial restriction of only allowing Ofsted grade one and two-rated providers to deliver traineeships should now be reviewed.

Any provider that has evidence they can deliver a high quality traineeship programme should be allowed to deliver.

The initial restriction of only allowing Ofsted grade one and two-rated providers to deliver traineeships should now be reviewed

Many of these providers have existing relationships with employers and have established apprenticeship programmes.

They can make those links and ensure that the programme can be expanded and more employers will see the benefit of providing these important first work opportunities.

With these recommended changes, we have a real opportunity to develop a high quality, flexible programme delivered by quality



ANDREW HARDEN
University and College Union head of FE

How to help vocational tutors bear the English and maths burden

Making learners who don't achieve at least grade C in their English and math GCSEs is a requirement not only of them but also the numeracy and literacy teaching skills of their post-16 tutors explains Andrew Harden.

Many of our best vocational teachers have moved into colleges from the workplace where they have built up years of expertise in their fields.

With highly developed skills in businesses ranging from construction and car mechanics to hairdressing and health and social care, they have been ideally placed to train new generations.

Since August of last year, there has been a requirement for 16 to 19-year-olds who do not hold English and maths at GCSE A*-C to continue to study these subjects. It has been recognised that a key way to support this is for vocational teachers to embed English and maths into their teaching.

This is not a new idea — a study done a decade ago by the Institute for Education found that successful embedding of literacy, language and numeracy for learners on health and social care, hair and beauty therapy, construction, business and engineering courses, helped more to succeed in achieving their literacy, language and numeracy goals and their vocational objectives.

But the reality, as highlighted recently by Marina Gaze, Ofsted's deputy director for skills, is that not all our vocational tutors have the confidence and ability in their own English and maths to fulfil this new requirement. This is not a failing on their part — their skill sets were the basis of their employment and now the goalposts have been shifted.

It is imperative that they are comprehensively supported to improve their English and maths, but colleges should approach this carefully.

The starting point is to invite all vocational tutors to attend Functional Skills development

sessions. And the key to good attendance is the provision of genuine staff development time. All too often, we hear staff development is undertaken solely during lunch hours or at the end of the day.

One good example already up and running comes from The Education and Training Foundation, which runs one-day workshops teaching maths up to level two. The workshops, currently taking place across the country, aim to develop personal maths skills and improving teaching techniques and confidence.

It has to be accepted that vocational tutors can't become English and maths experts overnight and that the key to success is support

Alternatively, colleges can use their own tutors to run courses. This allows English and maths teachers to see more of what their vocational colleagues do and help them explore the best ways to work literacy and numeracy into their course content.

Again, this can be a time-consuming process, but its success rests upon both sets of staff being given adequate time to do it.

Furthermore, where vocational tutors really lack confidence, they should be offered the opportunity to take Functional Skills or GCSE courses themselves.

However, this new drive for success in English and maths will ratchet up pressure on our vocational tutors in other ways. We have heard reports that some colleges plan to remove the three hours a-week required for each English or maths GCSE course out of a student's vocational course. This means that some students will have six hours less a week to focus on their vocational course.

The new requirements on vocational tutors will also mean that marking is going to become significantly more complex as they will be required to take into account spelling and grammar in addition to assessing subject knowledge. Anecdotally, we have heard reports of tutors now spending twice as long on marking. Their proportions of contact time and administrative time should be adjusted in light of this.

The underlying theme is support for the FE sector. The government is very good when it comes to warm words about colleges, but plans announced last month to slash as much as 24 per cent from adult learning budgets tell a different story.

Without doubt, the coming year will be an intense time for vocational tutors. It has to be accepted that they can't become English and maths experts overnight and that the key to success is support. That means colleges must be given the capacity to support their staff through changes, to provide genuine staff development and to retain and attract experienced vocational skills teachers.

CAMPUS ROUND-UP

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Apprentices answer DIY SOS call



Kirklees College apprentices Thomas and Rory with the DIY SOS team. From left: Plasterer Chris Frediani, carpenter Mark Millar, Thomas Earnshaw, electrician Billy Byrne, Rory Gibson, builder Julian Perryman and presenter Nick Knowles

Two building apprentices from Kirklees College relished the challenge of a TV makeover when they joined the BBC's DIY SOS crew on a local project.

Thomas Earnshaw, aged 18, and Rory Angus Gibson, 22, donated their time to help adapt the home of former police officer Richard Ford, who suffered a stroke.

The duo helped to convert Mr Ford's family home to make it more comfortable for him, wife Judy and their three children.

The former officer has extremely limited movement and speech following his stroke

and is confined to an electric wheelchair and communicates via an Ipad.

Learner Thomas studies a level two joinery course while Rory studies level three in brickwork.

Rory said: "It was great to learn different skills and meet new people who were able to pass their experience on to us. It really helped boost my confidence and even though it was hard work, everyone had a good laugh."

The programme is expected to be aired later this year.



Weston College learner Adam Rush with his bronze bust of the Duke of Gloucestershire

Sculpture success for Adam's royal bust

Weston College student is wowing London art lovers with his first sculpture commission.

Adam Rush, who studies a BA Hons in contemporary and professional arts, produced a bronze bust of the Duke of Gloucester which is now on display at the Museum of the Order of St John and at Kensington Palace.

The 21-year-old was invited to create the

work after local sculptor Kate Newlyn, who was originally appointed to create the piece, fell ill.

"I was absolutely thrilled when I was asked I'd like to do the sculpture. It was the opportunity of a lifetime," said Adam.

"Kate is one of the most respected sculptors in the country, so to have been asked to take over where she left off is a real honour."



Jade Cox with Lions' Den judges. From left: James Harper, of Twenty eight b, Simon Wheeler, of Provoke Me, Stuart Gibbons, of Le Mark, Michael Gardner, of the Skills Funding Agency, and Richard Wishart, of Delivery Management Ltd

Carpenter carves out £1k cash prize for swords

A cash prize of £1,000 was collected by a Huntingdonshire Regional College learner who carved his way to victory in a Dragons' Den-style competition.

Level one carpentry student Jade Cox won the event that includes a series of Lions' Den' challenges for college students to promote themselves and their ideas as well as receiving careers and product development advice from industry leaders.

Jade, aged 17, carved his own designs of swords featured in Anime, a Japanese form of animation.

He pitched his products to local employers at the event and received glowing feedback from the judging panel.

Brian Mussino, Jade's tutor, said: "Jade is exceptionally gifted – I've never seen a student of his age with such talent. When we rang him with the news that he had won, he was lost for words."

Learners ready for world of work



A-level biology students taking part in Prepare for Work. From left: Imogen Breen, aged 18, paramedic and former student Thomas Giddings, 22, Gemma Hall, Chantelle Brooks and Niall Graham, all three 18

Improving employability skills was on the agenda for New College Stamford learners who took part in a programme called Prepare for Work.

Developed by the National Skills Academy for Financial Services, the free programme delivers employability-focused activities to students to raise awareness of entrepreneurship and self-employment.

Sessions focused on topics including CVs and interviews as well as identifying and demonstrating personal strengths during the

recruitment process.

Students also learned about the steps to be taken when starting a business and have had the opportunity to enter their business ideas in a national Built for Business enterprise competition.

Sarah Young, director of learning at New College Stamford, said: "The programme is a great initiative, which allows us to deliver high quality employability-themed activities in a way that creates a real buzz in the college and maximises student learning."

College cyclists conquer their own Everest

Mount Everest has nothing on a group of cyclists from South and City College Birmingham (SCCB) who scaled 10,000ft more than the tallest mountain in the world for a challenge that raised more than £30,000 for Teenage Cancer Trust, writes Billy Camden.

Travelling 805 miles from the edge of Cleethorpes in Lincolnshire over to Ireland and back was no easy ride but it was a worthwhile one for SCCB principal Mike Hopkins and his team.

The team's effort saw them scale 41,000ft — 10,000 more than Mount Everest — as they raised a total of £32,099 for Teenage Cancer Trust.

"I am really proud of what the staff and students at the college and our supporters managed to achieve, not only completing one of the toughest cycle routes I have ever ridden, but also raising such an incredible amount," said Mr Hopkins.

The event was part of a Coast2Coast challenge which saw over 40 cyclists cycle across the UK taking in the hills of Wales, Ireland and England with each stage being dedicated to a young person who has suffered from cancer.

The 40 included Mr Hopkins and construction lecturer Tony O'Hare from SCCB who rode the entire distance in a total of 55 hours, 47 minutes and 22 seconds over the course of seven days.

Three other staff members Paul Clarke,



Stuart Kingscote and Sean Chisholm joined the team at different stages while a backup team of support staff followed in their cars with students filming the entire ride.

An enthusiastic and competitive cyclist, Mr Hopkins has completed other cycle events in the past including a 1,000 miles in 10 days ride from John O'Groats to Land's End.

But this was his most challenging yet.

"This was the hardest ride I have ever done mainly because of the mileage and terrain which was phenomenally hilly for the whole route," said the 56-year-old.

"The pain some of the cyclists went through and what they endured is unbelievable.

"There were a couple of days where people were almost in tears and they were physically dying and they still had another 20 or 30 miles to go over big hills but they kept going because they knew they were raising money for charity and everybody pulled together to make sure people got through."

One of the event organisers and part of the backup team, Steve Dourass, business

SCCB handover a cheque of £32,099 to Teenage Cancer Trust including former Aston Villa footballer Steve Staunton (third from the left) and SCCB principal Mike Hopkins (far right).



and community manager at SCCB, said: "It was a good small core group of riders with a lot of camaraderie at the end with everyone egging each other on."

"It was a great experience for us all, not just the cyclists but the backup team as well."

The college has since handed over the cheque to Teenage Cancer Trust alongside staff and supporters who took part in the challenge which included Steve Staunton, a former Aston Villa football player.

Mr Hopkins added: "Young people's futures' is a subject close to our hearts here at the college — whether that is their education, or helping them beat cancer."

"I hope the money we have raised will help improve the experience of young people who are fighting the disease."



DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable



Movers & Shakers

Your weekly guide to who's new and who's leaving

Exeter College principal Richard Atkins has announced his retirement from the post at the end of 2015.

The current Association of Colleges president joined Exeter College as its leader in 2002, and last year took it to Ofsted grade one — having already achieved the feat, but in a pilot of the current common inspection framework. The 9,000-learner college had previously been rated as good.

Mr Atkins said: "I have been fortunate enough to work with many wonderful students, great staff and supporting governors, which has made the job a real pleasure."

He added: "I shall miss the college a lot when I go, but it will be business as usual until December."

The governors of the college, led by chair Philip Bostock, have begun the recruitment process to appoint a new principal.

Meanwhile, Norfolk's grade two-rated Easton and Otley College has a new principal in David Henley. The former principal of

Devon's Bicton College takes up his new role at the 5,000-learner college this month, succeeding David Lawrence, who stepped down for health reasons earlier this year.

Mr Henley said: "I am privileged to succeed David as principal. As directors of Landex – a national land-based training and education group – David and I have worked together over many years and I have tremendous respect for the commitment he has shown over all the time he has worked in the eastern region."

Mr Lawrence, principal since May 1993, said: "I have known David for many years and rate him highly. I am very confident that he will continue to build on our collective vision and ethos."

He added: "It's been an incredible journey and I will be very sad to leave but I feel it's the right time to step aside."

Sally Bendall, chair of governors, said: "I am very pleased to have appointed David Henley as the new principal of Easton and



Otley College. His agricultural background and leadership experience made him the ideal choice."

Vice principal Clive Bound has also announced his retirement after seven years in post. "I would like to publically thank David and Clive for the very significant contributions they have made to the college's success," said Ms Bendall.

And Edge Foundation chief executive Jan Hodges OBE is to retire next month after a 35-year career in education. The former South Essex College of Further and Higher Education principal has run Edge for the last four years and will be succeeded by policy and research director David Harbourne until her permanent replacement is appointed.

"It has been a pleasure and privilege to lead Edge over the last four years, working to raise the status of technical, practical and vocational learning," she said.

"There have been so many highlights. There's our annual celebration of success, VQ Day, and our sponsorship of The Skills Show, to name just two."



Trainer/Assessor/IQA Associates (Bank)

MI ComputSolutions is seeking exceptional and qualified Teachers/Trainers/Assessors/IAQs to join our Bank of Sessional Trainers/Assessors.

The key function of this role is to teach and assess the following:

- ESOL, Maths, English
- ICT
- Employability
- Childcare
- Health and Social Care
- Customer Service & Business Administration
- Retail & Sales
- Information, Advice and Guidance
- Teaching Assistant (STLs)
- Accounts and Bookkeeping

Sessional trainer/assessors will be expected to deliver quality teaching and learning to adults and young learners on community programmes, Apprenticeship frameworks and Workbase learning. To assess each of the above listed curriculum (QCF Entry Level to Level 2 or 3) and recruiting and training to employees within these Sector.

For English and Maths, we are seeking trainers/assessors who are able to teach to GCSE level

You will be expected to contribute to the planning, development and successful delivery of teaching and learning in line with relevant curriculum standards and in line with organisation quality procedures.

You will be required to teach and provide cover on a flexible basis to our part-time adult and young based courses.

As part of this role, you may be expected to work at various centres or employer's premises

As sessional trainers/assessors you should be able to adapt teaching and learning strategies and select appropriate resources to meet learner needs.

The successful candidate will be overall responsible for delivering excellent, inclusive, creative, engaging and motivating lessons to learners. Once in post candidate must work effectively as part of a multi-disciplinary team to support learners to overcome barriers so they attend, enjoy, achieve and progress. Ability to keep record and to demonstrate relevant ICT skills including Word, Excel, PowerPoint, E-mail and Internet will also be essential.

Salary – Competitive and based on experience

Please submit CV and Covering Letter to info@micomputsolutions.co.uk

MI ComputSolutions is committed to safeguarding and promoting the welfare of our young people and adults and expects all staff to share this commitment.

Please note this post is subject to enhanced disclosure.

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The role involves a strong emphasis on providing effective administrative support, developing and producing high quality curriculum and quality data reports throughout the year but will also involve managing the organisation Administration process and working alongside the Head of Projects. The role will require the successful candidate to work closely with a variety of curriculum and support areas throughout the organisation. The MIS Administrative Manager will join a team of key personnel – the Curriculum and Quality Manager, the ILR/MIS officers, Exams Assistants, Employer Brokerage officers and the Admissions Officer.

It is essential that the MIS Administrative Manager possesses excellent interpersonal skills, is technically competent, has high quality and administrative standards, an experienced planner and organiser, has a good understanding of 16+ curriculums and has the ability to adapt quickly to new environments and technologies.

The applicant will have the ability to manage the Learning Centre(s) business and provide assistance to the Head of Workforce and CEO to establish a sustainable and effective service.

Salary Range: - 24,650 – 27,597 (depending on experience and qualifications)

Submit CV to info@micomputsolutions.co.uk

For more information, application and job details, please visit www.micomputsolutions.co.uk or email info@micomputsolutions.co.uk for Application pack

Successful candidate will need to undertake an Enhanced Disclosure via the DBS

MI ComputSolutions is an equal opportunities employer committed to safeguarding and promoting the welfare of our young people and adults and expects all staff to share this commitment.

JOBS

Assistant Principal –
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As a member of the senior leadership team, directly reporting to the Principal and Chief Executive, your main areas of responsibility will be: to act as the Designated Person for all student safeguarding matters and to maximise student performance. In addition you will oversee the following areas: Student Services including Accommodation, Student Information Services including Reception, Advice and Guidance, careers advice, Learning Support, Marketing, our College Chaplains, our Mental Health & Wellbeing provision as well as our College Sports Maker.

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An application pack is available from the HR Department by e-mailing:
hrapplications@grantham.ac.uk

For an informal discussion about the post please contact Linda Houtby, Principal,
on 01476 400 201 or e-mail: lhoutby@grantham.ac.uk

The closing date for all applications is Thursday 02 April 2015 with interviews taking place
Monday 20 April 2015.

All employment offers are subject to a self-funded satisfactory enhanced DBS check.

We are committed to equality of opportunity and welcome applications from all sections of the
community.

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Employer Leadership
Project Manager

Fixed Term to 31st March 2017



The Walter Smith Employer Leadership Project (WS-ELP) has an exciting vacancy for a manager with operational experience of work based learning (WBL) programmes, project management, grant funding and sub-contracting processes. The WS-ELP is a co-funded UKCES project that runs to March 2017 and offers short training interventions to small food businesses across England delivered by specialist training providers. The successful applicant will be based in the Wolverhampton office and will lead a small project team, reporting to the employer led Board. Excellent opportunity for an ambitious WBL Manager with drive, initiative, and outstanding communication and organisational skills.

Salary circa £30k

Apply by downloading and completing an
application form from www.ws-elp.co.uk

Closing date of 7th April 2015

For more information please email
Cathy Hough (cathy@ws-elp.co.uk) or
Paul Cadman (Paul@waltersmith.co.uk)
or call us on **01902837452**.



Principal and Chief Executive

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You will bring a track record of delivering continuous quality improvement and, critically, will be an outstanding communicator, adept at managing external relationships and profile-raising. Above all, you will bring a passion for learning and the ambition to lead us to even greater success.

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confidential discussion, please contact our
advising consultants at GatenbySanderson:
Elliott Rae on **020 7426 3964** or
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Closing date is noon on
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JOBS



Deputy Principal Curriculum and Quality
c. £85k per annum

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With a relentless focus on quality and curriculum innovation we are looking for an ambitious, talented and dynamic curriculum leader to further enhance the quality of our teaching and learning, and develop high performing teams.

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Please call Dawn Whitmore, Principal and Chief Executive on 0115 838 0524 for an informal discussion in the first instance.

The closing date for this post is Friday 10 April 2015.
The assessment date is anticipated to be Thursday 7 and Friday 8 May 2015.

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£18,000 - £23,000 Per Annum
Vacancies available in—Castleford, Halifax, Bradford and Derby

Potential4Skills is a large and dynamic training organisation that offers a range of qualifications to a wide variety of employed and unemployed learners.

We also offer Maths and English qualifications to employed learners through the European Social Fund contract and we are looking to hire a qualified maths tutor to work closely with learners and employers to deliver this contract.

All applicants need to have the following:

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- *Experience delivering Functional Skills and full Maths Certificates from Entry Level 3 to Level 2 is essential.
- *An ability to work one to one or remotely with learners to ensure they complete within the required time frame.
- *Confidence in liaising with employers
- *Must be able to travel.
- *May be required to work some evening and weekends.

If you do not fulfil the above requirements then your CV will not be shortlisted.

To apply email your CV and covering letter to—jobs@potential4skills.co.uk

Walsall Adult and Community College
College Principal
Salary up to £84,504 p.a. **Ref: NS45814**

Walsall Adult and Community College is a special place – a college in its community for its community, a truly inclusive college that treats everyone as a special individual.

The college has been graded as Outstanding by Ofsted for its teaching and learning, the first college to achieve this standard. It has been operating as part of Walsall Council since formation in 2009, but is now moving towards independence.

We have high expectations of ourselves, our learners and our partners. We are now seeking an inspirational and visionary principal to build on our achievements – someone who is really passionate about teaching and learning, who can ensure the college continues to flourish and grow, and who can provide strong leadership through the corporate changes ahead.

You will need a sharp business mind to help build unique professional and commercial relationships with employers and other partners, offering exceptional bespoke learning packages.

This is an exceptional opportunity to lead an innovative and successful organisation in a dynamic and fast moving sector and to make a real impact helping local people achieve their maximum potential.

You can find out all about Walsall Adult Community College at www.wacc.ac.uk

If you would like an informal discussion about the position, please contact Jamie Morris, on 01922 653203.

Closing date: 13 April 2015 at 5pm.

For further information and an application pack please contact recruitment@walsall.gov.uk or call the Recruitment Team on 01922 655673.

Walsall Adult and Community College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Could you be central to our success?

Lecturer in GCSE English £27,849 - £31,344 plus £610 College Weighting

We require an enthusiastic and well qualified teacher of English and Functional Skills. The successful candidates will be able to teach GCSE English. You will have high expectations of both academic achievement and student engagement, and be excellent at managing the progress of learners throughout their course programme. The successful candidate will be

expected to work as part of a team, collaborating on resources and teaching methods in order to maintain and improve upon the existing high quality provision. We are committed to reflective practice and we work hard to ensure our students receive whatever support they need to achieve their potential.

Flexible hours and days offered.

Lecturer in GCSE Maths £27,849 - £31,344 plus £610 College Weighting

The College is seeking to appoint an enthusiastic and inspiring Maths Lecturer to join our team. The successful candidate should be capable of teaching

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Flexible hours and days offered.

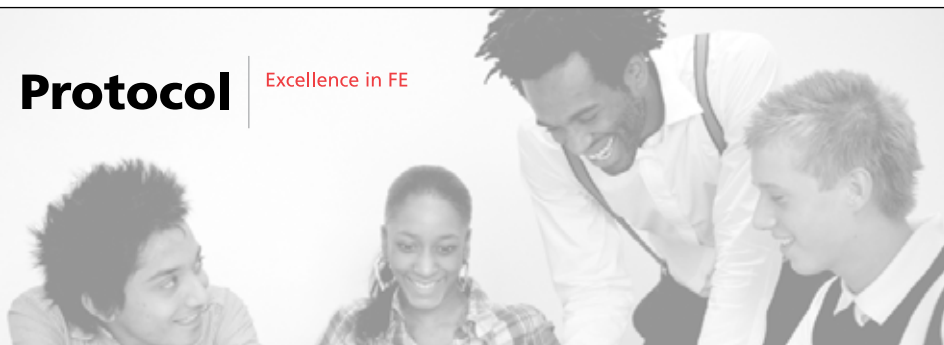
Closing date: Friday 10th April 2015

Please send your CV to:
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Central Sussex College, College Road,
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There is a £3k Recruitment payment for both roles with the eligibility for a £3k bonus in your second year with the college.

Protocol

Excellence in FE



Maths and English Lecturing Opportunities Nationwide!

Protocol has recruited candidates for over 1,000 Maths and English opportunities this academic year alone! With a further 150 opportunities available across the UK every month we can help you find your next role now!

Some of our top temporary opportunities available now...

A Level Maths Lecturer (Leeds)

12 hours per week, £20 - £23 per hour + holiday pay

GCSE & A Level English Literature & Language Lecturer (Birmingham)

14 hours per week, £17 - £20 per hour + holiday pay

Functional Skills Maths Lecturers (West London)

4 hours per week, £22 - £25 per hour + holiday pay

Functional Skills English Lecturer (Liverpool)

5 hours per week, £18 - £20 per hour + holiday pay

To apply for one of these roles or to be considered for any of the amazing opportunities we have across the UK please send your CV to jobs@protocol.co.uk or visit www.protocol.co.uk to register online.

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ALevel Lecturer in Maths and Physics **Full Time (37 hours per week)** **£23,605-£33,653 per annum** **Permanent**

Central Sixth is changing the face of A Level provision in Sandwell. Our first cohort of 220 students started in September 2012 following unprecedented demand for our new sixth form and Central Sixth now has almost 400 AS and A2 students. Once again, we have more than 1000 applications for 2015-2016 and in September 2014 we moved into a unique dedicated sixth form in art centre formally known as "The Public" in the centre of West Bromwich. This means Central Sixth is an exciting place to work and develop your career. We are looking for an enthusiastic Maths and Physics Lecturer for a 1.0 permanent position. The successful post holder would be expected to deliver AS and A2 Maths and Physics in cooperation with a colleague. The role would need to start for the 2015-2016 academic year in September 2015. For further information, please contact Dr Matthew Lamb on 0121 667 5256.

How to Apply

A full Job Description and Person Specification are available to download from the "Additional Documents" button which can be found on the left hand side of this page; where applications should be submitted online by clicking on the above "Apply" button.

The closing date for applications is: 31 March 2015

Sandwell College is committed to Safeguarding children, young people, and vulnerable adults. All appointments are subject to a satisfactory enhanced Disclosure and Barring Service checks

Lecturer in Mathematics **Salary £22,569 - £34,086 per annum**



Outstanding Opportunities for Outstanding Individuals

- Carlisle College is a vibrant Further Education College in the heart of Carlisle.
- The College offers an extensive range of further and higher education, professional qualifications and community programmes, from entry level to Foundation Degrees.
- We are seeking highly motivated individuals to join our Team. Please see our website www.carlisle.ac.uk for further details in regards to the following post:

Lecturer in Mathematics **Salary £22,569 - £34,086 per annum** **37 hours per week** **Permanent**

- We are looking for a dynamic individual with an innovative approach to delivering lessons to join our Maths Team. The successful candidate will be required to teach on a range of courses up to Level 2/3. An ability to enthuse and motivate learners when teaching a variety of Maths topics is essential.

Skills and Qualifications required:

- Degree in Mathematics or related area
- PGCE/Cert Ed or Teaching experience
- Recent experience of working within a related field.

Post Number: AAV359

Closing Date: 12 Noon Friday 3rd April 2015

Interview Date: Thursday 23rd April 2015

Carlisle College is an equal opportunities employer and is committed to achieving a truly representative workforce and therefore welcomes applications from all sections of the community.

All successful applicants will be required to complete an Enhanced DBS Disclosure.



RECRUITING FUNCTIONAL SKILLS TUTORS IN MATHS AND ENGLISH

The Skills Network, a leading training provider, is currently recruiting full and part-time flexible Functional Skills tutors, to support learners while they work to complete our blended learning Functional Skills/GCSE qualification in English and Maths.

ABOUT THE ROLE

As a Functional Skills tutor you will be responsible for providing face to face support to learners in half-day sessions at a local venue. And or you will provide remote/online subject specific support to learners, as well as providing encouragement and feedback with the assistance of Learner Support and Retention Advisors. You will be required to liaise with the Learner Support Advisors in our office, regarding support for learners and any areas of concern. Once appointed you will need to attend an induction/training day at a Mercia venue.

WHAT QUALIFICATIONS DO YOU NEED?

All applicants are expected to hold a relevant qualification in the following areas:

- A teaching qualification PTTLs/CTTLs/DTTLs/Cert Ed/ PGCE or equivalent (or working towards)
- Level 3 in Maths and/or English
- Experience in supporting the delivery of functional skills in FE.

To apply for a role, please visit www.theskillsnetwork.com to download an application form and send your completed form to careers@theskillsnetwork.com

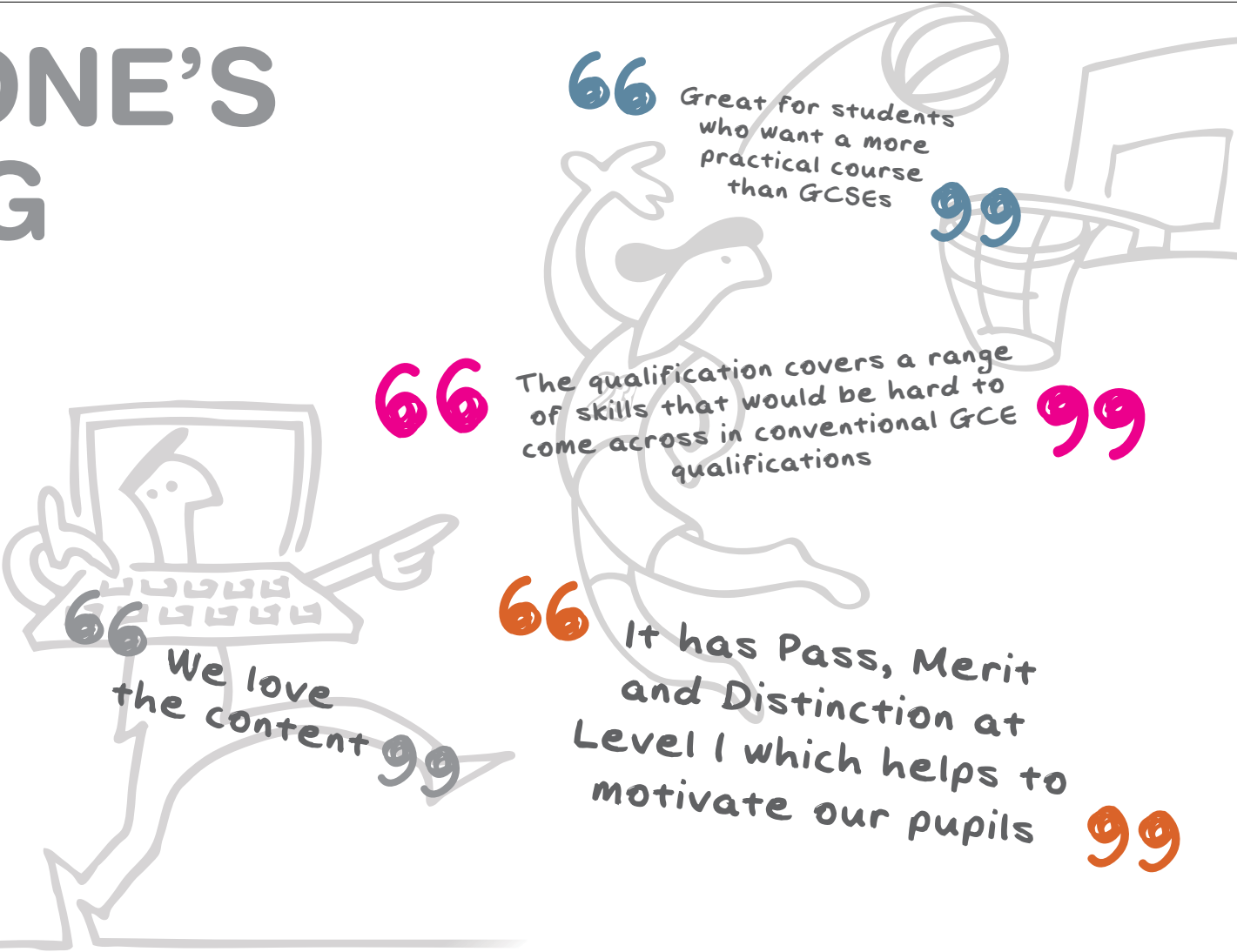
EVERYONE'S TALKING ABOUT



Practical, fresh and inspiring qualifications to meet the needs for a broad range of learning styles and abilities from 14 - 16+ in school or further education.

They allow for a high degree of flexibility with a wide choice of units that make up the qualifications, so students can specialise in the specific areas of the subject that interest them most.

They have been developed to give students the knowledge and skills as well as developing behaviours and attributes to progress and succeed at university and in the workplace.



Find out more:



ocr.org.uk/vocational



FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Spot the difference to WIN an FE Week mug



				3		2	1
	9	3		5		8	
				8	7		
3	7	9		5			
			3			2	7
		2		9			
	6			4		9	1
9	8		1				

Difficulty: EASY

		6			2		7
				3			8
		4	9			2	
9			7				
3	2		1		4		9
					6		3
		2			9	1	
7				4			
	4		6			3	

Difficulty: MEDIUM

Solutions: Next week

Last Week's solutions

8	9	3	4	2	7	5	6	1
5	6	1	8	9	3	7	2	4
7	2	4	5	6	1	3	9	8
3	1	7	2	8	4	6	5	9
9	8	2	3	5	6	1	4	7
6	4	5	1	7	9	8	3	2
4	7	6	9	1	5	2	8	3
2	5	9	7	3	8	4	1	6
1	3	8	6	4	2	9	7	5

Difficulty: EASY

3	6	5	2	7	4	9	8	1
2	4	8	1	9	5	6	3	7
1	9	7	6	3	8	4	2	5
9	8	4	7	1	2	3	5	6
6	7	2	8	5	3	1	4	9
5	1	3	4	6	9	2	7	8
7	3	9	5	2	6	8	1	4
4	2	1	9	8	7	5	6	3
8	5	6	3	4	1	7	9	2

Difficulty: MEDIUM



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was London-based University and College Union policy officer Gila Tabrizi (pictured right).

